

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Husbands Bosworth CE Primary School
Pupils in school	88
Proportion of disadvantaged pupils	8.3% (2019-20) 11% (2020-21)
Pupil premium allocation this academic year	£13500 (2019-20) £10415 (2020-21)
Academic year or years covered by statement	2019-2022
Publish date	Nov 2019, September 2020
Review date	April 2020
Statement authorised by	Alan Eathorne
Pupil premium lead	Alan Eathorne
Governor lead	Clare Scott

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.78 (2 children) (2018-19)
Writing	3.29 (2 children) (2018-19)
Maths	-5.62 (2 children) (2018-19)

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	50% (2018-19)
Achieving high standard at KS2	0% (2018-19)
Measure	Activity
Priority 1	Ensure all staff participate in professional development to support their expertise in all curriculum areas (using specialist teachers where necessary to provide a high-quality curriculum) in order to develop subject knowledge and review pedagogy. (Sutton Trust 2011, Quigley 2018, Beck et al 2013)
Priority 2	Embed evidence-based phonics and maths mastery approaches.
Barriers to learning these priorities address	The potential vocabulary and knowledge gap.
Projected spending	£15,000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least the national average progress scores in KS2 in maths	Aug 2021
Progress in Writing	Achieve at least the national average progress scores in KS2 in maths	Aug 2021
Progress in Mathematics	Achieve at least the national average progress scores in KS2 in maths	Aug 2021
Phonics	To remain above the national average expected standard in PSC	Aug 2021
Other		

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Embed Speech and Language interventions to support children who have been assessed to require this support.
Priority 2	Embed ELSA and PSHE as vehicles for supporting social and emotional learning for children
Barriers to learning these priorities address	It is widely regarded that the link between oracy, early childhood speech and language and phonics/reading is clear. An increasing number of child start our school with some speech and language needs. Fernald, A., Marchman, V. A., & Weisleder, A. (2013) and University College London, Institute of Education, on behalf of Save the Children (2016)
Projected spending	£10000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Support and promote parental engagement with the curriculum; particularly phonics and reading.
Priority 2	Developing the expertise of our ELSA to support children and families with emotional literacy.

Barriers to learning these priorities address	We know that where children have difficulties self regulating that this can impact on academic progress. We also know that parental engagement with children's learning helps build aspiration and academic progress. Education Endowment Foundation (2018),
Projected spending	£4000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Using INSET and other development time for staff to explore depth of subject knowledge and pedagogy.
Targeted support	Ensuring that initial assessments and subsequent support are assessed in a way that allows clear evidence of progress in areas such as speech and language and emotional literacy.	SLT to review assessments and individual plans to ensure that they continue clear baselines and subsequent progress measures.
Wider strategies	Engaging with families who face the biggest challenges with this.	SLT to make sure regular communication occurs between the school and families about the learning activities and how these can be supported at home. Make families experiences part of the evaluation process.

## Review: last year's aims and outcomes

Desired outcome	Chosen action/approach	Estimated impact	Lessons learned
To improve the teaching and learning of vocabulary through approaches identified in research	To use Lesson Study to provide professional development for staff	An enhanced understanding of the importance of teaching vocabulary. Topics have now got key vocabulary to learn and this is shared with parents.	Tier 2 vocabulary and teaching of these words appears to have the biggest impact on reading comprehension and writing.

<p>To improve the quality of the broader curriculum offered by the school including memory, knowledge, purposeful, clear progression of themes through subjects.</p>	<p>Release time for all teaching staff to work on clearly defined, focused and evaluated actions linked to the School Development Plan.</p>	<p>The broader curriculum is becoming more focused and knowledge based. The threads are emerging that flow through the curriculum and that children are able to use recall and use their prior knowledge maximising germane memory opportunities.</p>	<p>Each subject area takes longer than anticipated and that some of these developments will take time to see full impact. Quick wins and communicating topic knowledge organisers have proved to be well received.</p>
<p>To provide expert teaching of music to inspire children to play an instrument</p>	<p>To have brass lessons to help children to work as a team and see resilience in action</p>	<p>The level of musical and French knowledge has had improved vastly. The use of specialist PE coaching for some of our PE provision has seen a greater uptake in clubs and the achievement of our sporting teams.</p>	<p>To plan for the continuation of these activities and making sure the school gets exactly what it wants from these specialists.</p>